



August 7, 2012

2:00 – 4:00 PM ET

*OJJDP Presents*

Title V Community Prevention:  
Grants Program  
RFA Information Session

**STTAC**

OJJDP State Training and  
Technical Assistance Center

# *Welcome to today's webinar!*

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# Welcome and Introductions

- **Presenter:** Elizabeth Wolfe  
State Representative  
State Relations and Assistance Division  
Office of Juvenile Justice and Delinquency  
Prevention
- **State Welcome:**
  - Theresa Lay-Sleeper (VT)
  - Ricardo Goodridge (MA)

# Objectives

- An overview of the OJJDP Title V Community Prevention Grants Program
- Information about the essential elements of the Title V Community Prevention Grants Program
- Information and guidance for the development of a Title V Community Prevention Grants Program Proposal
- Information about how to write sections of a Title V Community Prevention Grants Program proposal

# OJJDP's Mission

The mission of OJJDP is to provide national leadership, coordination, and resources to prevent juvenile victimization and respond appropriately to juvenile delinquency. This is accomplished through development and implementation of prevention programs and a juvenile justice system that protects the public safety, holds juvenile offenders accountable, and provides treatment and rehabilitative services based on the needs of each individual juvenile.

# What is the Title V Community Prevention Grants Program?

The Title V Community Prevention Grants Program is a comprehensive approach to prevention based on the premise that in order to prevent a problem, the factors that predict or contribute to the development of that problem must be identified and addressed. The Title V Community Prevention Grants Program model is designed to decrease juvenile delinquency and problem behaviors.

# Title V Community Prevention Grants Program

## Purpose Areas

The 19 Title V Prevention and Early Intervention purpose areas:

1. Child Abuse and Neglect Programs
2. Children of Incarcerated Parents
3. Delinquency Prevention
4. Disproportionate Minority Contact (DMC)
5. Diversion
6. Gangs
7. Gender specific programs
8. Gun Programs

# Title V Community Prevention Grants Program

## Purpose Areas (Cont'd)

- 9. Hate Crimes
- 10. Job Training
- 11. Juvenile Justice System Improvement
- 12. Mental Health Services
- 13. Mentoring
- 14. Native American Programs
- 15. Restitution/Community Services
- 16. Rural Area Juvenile Programs
- 17. School Programs
- 18. Substance Abuse
- 19. Youth Courts



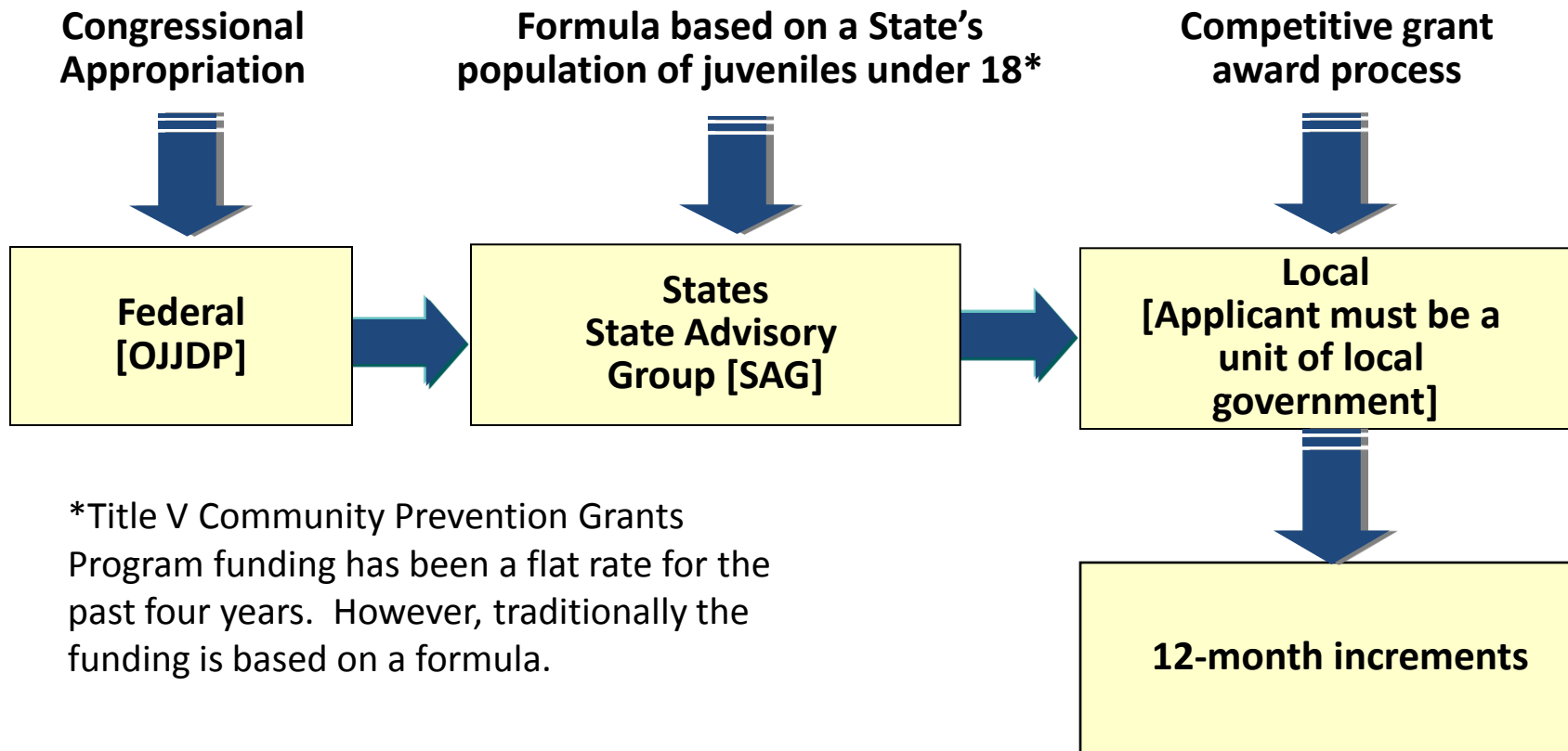
# Funding Guidelines for the Title V Community Prevention Grants Program

- Only units of local government (city, county, township, or other political subdivision) can apply for Title V Community Prevention Grant Program funding.
- States award Title V Community Prevention Grant Program funds to qualified units of local government through a competitive process.
- Establish Prevention Policy Board (PPB) and assure that the PPB maintains oversight of the Title V Community Prevention Grants Program throughout the course of the funding.

# Eligibility for Funding (Cont'd)

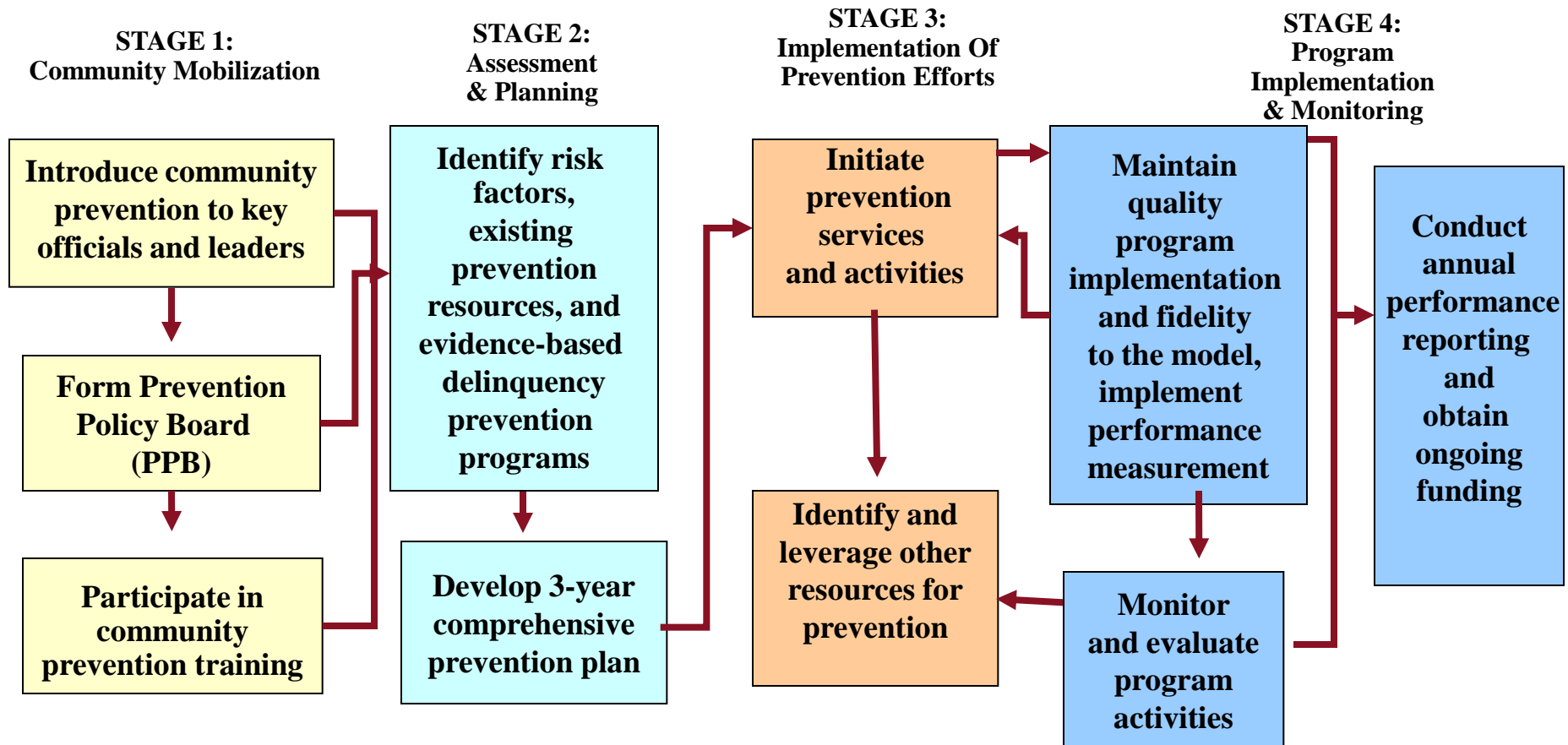
- Provide a 50% match for the award (cash or in-kind) if not provided by the State.
- Obtain written commitment of support from key community leaders.
- Prepare a 3-year comprehensive delinquency prevention plan.
- Your state will certify that you have met all state-specific requirements for compliance.

# The Title V Community Prevention Grants Program Funding Flow



*Source: Development Services Group, Inc. (n.d.). Title V Training. Bethesda, MD: Author.*

# Implementation Stages of the Title V Community Prevention Grants Program



Source: *OJJDP. (1999). Report to Congress, Title V Incentive Grants for Local Delinquency Prevention Programs.*  
Washington, D.C. : Author

# Important First Steps for the PPB

- To discuss previous experiences with delinquency prevention efforts
- To discuss the new objectives of the juvenile justice system with key organizations in your community
- To establish agreements with organizations in the community to ensure continued delivery of programs and services
- To develop a tool to track progress in the community

# Important First Steps for the PPB

- To conduct research and review evidence-based literature on initiatives and outcomes targeted to the needs of your community
- To dialogue with key administration officials about initiatives that could be funded
- To be prepared to pilot programs for newly identified issues and goals
- To develop assessment and planning activities

# Assessment and Planning

**The assessment phase should review the community's risk and protective factors to inform development of the 3-year plan.**

## **Example Risk Factors**

- **Community Risk Factors:** Community Risk Factors are environmental conditions that increase an individual's vulnerability to negative outcomes (e.g., high crime neighborhoods).
- **Individual Risk Factors:** Individual risk factors are biological and personality characteristics which in conjunction with certain situations increase the probability of negative future outcomes (e.g. untreated mental health needs, poor nutrition).
- **Family Risk Factors:** Family risk factors can increase the probability of negative future outcomes (e.g. child's exposure to family violence, parental criminality).
- **School Risk Factors:** School risk factors can increase an individual's vulnerability to negative outcomes (e.g., high truancy and drop out rates).
- **Peer Risk Factors** Peer risk factors can increase the likelihood of negative future outcomes (e.g. delinquent peers, gangs).

# Assessment and Planning

## Example Protective Factors

- **Community Protective Factors:** Safe environments that provide multiple opportunities for pro-social behaviors to be learned and reinforced.
- **Individual Protective Factors:** High levels of self-control, resiliency, emotional stability, and feelings of self efficacy.
- **Family Protective Factors:** Bonding and affection demonstrated with consistent monitoring of behavior and enforcement of consequences.
- **School Protective Factors:** Positive discipline, clear rules for appropriate behavior, and a climate that promotes social emotional learning using positive behavioral supports.
- **Peer Protective Factors:** Peer groups and norms are positive influences on behavior.

**The assessment phase should also include a mapping of resources available in your community to meet the needs you've identified and an assessment of your community's "readiness" to implement the Action Plan you develop.**



# Resource Mapping

## Programs that have demonstrated evidence of effectiveness

**Evidence of program effectiveness demonstrated through research or evaluation studies can include:**

- Evidence of Harmful Effects
- Evidence of No Effect
- Evidence of Positive Effects

The terms “Evidence-based”, “Evidence-informed”, “Promising”, and “Model Programs”, all refer to programs that have shown *some evidence of positive effects* (some more than others) and are therefore more likely than other programs to be worthy of investment **-if implemented properly with the right population.**

# Resource Mapping (Cont'd): Searchable Registries of Evidence Based Programs

## Federal Web sites

### Evidence-based Program Library

[Guide to Community Preventive Services](#)

[Model Program Guide](#)

[Crime Solutions](#)

[National Registry of Evidence-based Programs and Practices \(NREPP\)](#)

[What Works Clearinghouse \(WWC\)](#)

[What Works in Reentry Clearinghouse](#)

### Sponsoring Agency/Organization

United States Department of Health and Human Services, Centers for Disease Control and Prevention (CDC)

United States Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP)

United States Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA)

United States Department of Education, Institute of Education Sciences (IES)

United States Department of Justice, Bureau of Justice Assistance (BJA)

## Non-federal Web sites

[Blueprints for Violence Prevention](#)

[California Evidence-Based Clearinghouse](#)

[Campbell Collaboration Library of Systematic Reviews](#)

[Evidence-Based Policing Matrix](#)

[Promising Practices Network \(PPN\)](#)

[Top Tier Evidence](#)

[EBPs for Children with Mental Health Needs](#)

University of Colorado, Center for the Study and Prevention of Violence  
California Evidence-Based Clearinghouse for Child Welfare

The Campbell Collaboration

George Mason University, Center for Evidence-Based Crime Policy

Rand Corporation

Coalition for Evidence-Based Policy

State of Virginia

# Do you have a question?



# Now that you have...

- A Policy Prevention Board (PPB) that will oversee the funding, implementation and evaluation of your vision
- Assessed the prevalence of risk factors in your community and the gaps in evidence-based resources to address them
- Identified the resources and evidence-based programs that currently exist in your community
- Assessed your community's readiness for change
- A clear vision of the evidence based programs needed to address your community's risk and protective factors

***You are ready to create your Action Plan.***

# You will need...

- A strategy for obtaining resources (goals, objectives, timetable) for funding the implementation of your vision
- A grant proposal that clearly describes what your vision is (e.g., the evidence-based programs you want to implement), and how Title V Community Prevention Grants Program funds will be used to make your vision a reality
- A well-articulated plan of how you would evaluate the efficacy of your program
- To become experts at writing a winning grant proposal

# Typical Grant Proposal Components

1. Executive Summary/Abstract
2. Problem Statement
3. Goals and Objectives
4. Program Narrative
5. Management and Organizational Capability/Past Performance
6. Sustainability
7. Evaluation
8. Budget

# Component 1: Executive Summary/Project Abstract

The key questions you must answer in this section:

1. Who are you?
2. What is the issue you will address?
3. How will you address the issue?
4. What will you do to make that change happen?
5. What will your effort cost?
6. Have funds already been obtained?

# Component 2: Problem Statement

The problems or issues that will be addressed by the program:

- Current problems or conditions that require actions
- Who is experiencing the problem?
- Causes/contributing factors of the problem
- Supporting evidence
  - Data illustrating the problem
  - Objective examples of the problem's impact



# Recommendations for Developing an Effective Problem Statement

An effective problem statement must be:

- Clear, simple and concise
- Well-supported
- Clearly related to the purpose of your organization
- Connected to the greater community
- Written from a factual perspective, with some human interest as appropriate (but not overdone.)

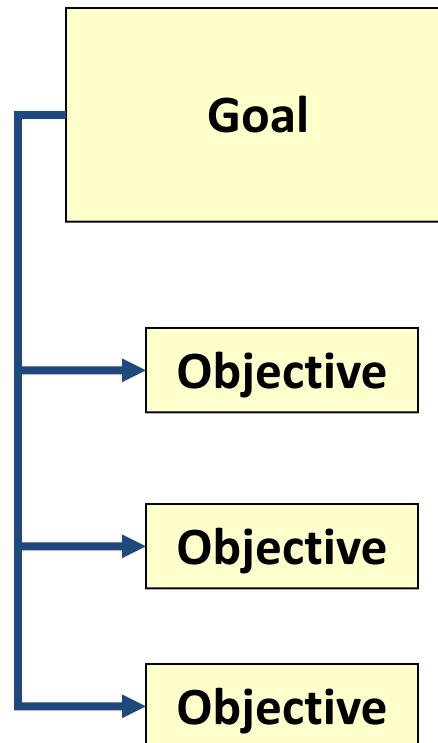
# Component 3: Goals and Objectives

In this section, you should be able to:

- Define what project goals and objectives are
- Know the definition of OJJDP's SMART goals and objectives
- Identify project milestones for each step
- Define what a project plan is

# Project Goals

- Goals describe the overall outcome(s) you are striving to achieve.
- To develop a project goal, ask what is the major outcome we wish to see as a result of our project?



# Project Objectives

- Objectives are the steps to reaching a goal.
- To develop objectives, ask what steps do we need to take to achieve our goal?

# SMART Goals & Objectives

Specific, Measurable, Achievable, Realistic, Time-limited

**Goal:** Reduce Juvenile Delinquency

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graph TD; Goal[Goal: Reduce Juvenile Delinquency] --> Obj1[Objective: Reduce truancy by 50 percent over a 12-month period]; Goal --> Obj2[Objective: Increase attendance of 10-17 year olds in after school programs by 50 percent]; Goal --> Obj3[Objective: Increase awareness of delinquency prevention strategies for all parents of 10- to 17-year-olds in the community];
```

**Objective**

Reduce truancy by  
50 percent over a  
12-month period

**Objective**

Increase attendance of  
10-17 year olds in after  
school programs by 50  
percent

**Objective**

Increase awareness of  
delinquency prevention  
strategies for all parents  
of 10- to 17-year-olds in  
the community

# Component 4: Program Narrative- Project Design/ Strategy

The Project Design/Strategy component describes:

- What you are proposing to do to solve the identified problem and how you intend to do it – the Project's Tasks
- How and when the project tasks are implemented
- How the tasks will achieve the program's goals and objectives

# Project Tasks

Tasks are an integral part of the Project Design. They are the precise steps that will be taken to realize attainment of each objective. They convey:

- What will be done under each objective
- Who will complete the tasks
- When they will be done
- What resources are required for each task
- What is expected as a result of completing each

# Implementation Plan

The Implementation plan should include:

- Names and/or descriptions of all program and evaluation staff/positions of all agencies or groups working with the program
- A description of the organizational structure supporting the program
- A description of activities for recruiting and retaining program participants
- A clearly established link between demonstrated local needs and the proposed program



# Timeline

The timeline should include:

- Specific tasks
- Dates for completion

# Component 5: Management/ Organizational Capability

An effective Management Plan will:

- Display a chart or management timeline of activity completion dates
- Highlight the organization's capabilities, its uniqueness, its strengths, and its specialties
- Highlight how the organization's experience and expertise support the requirements of the project
- Cite specific examples of past projects

# Management/Organizational Capability (Cont'd)

An effective Management Plan will:

- Describe the roles and responsibilities of project management staff and show their qualifications for specific role in the project
- Detail the capacity of your partner organizations that are committed to doing the work

# Management/Organizational Capability (Cont'd)

An effective Staffing Plan will:

- Describe the roles and responsibilities of key project staff and show their qualifications for their specific role in the project
- Detail the amount of time each person will realistically work on the project
- Demonstrate ways in which the staff reflects the target population(s) and is culturally competent in the target population(s)
- Provide evidence of capability, experience, and commitment of proposed consultants and subcontractors

# Component 6: Sustainability

Sustainability is a critical component of any grant proposal. In some cases it will be a required section, but in any case the issue of how the proposed services will be funded after the grant period ends is important to include.

# Component 7: Evaluation

Developing a realistic and meaningful evaluation is important to think through while in the planning stages. An evaluation of selected outputs and outcomes helps to:

- Sharpen an outreach focus
- Provide accountability to funders, managers, or administrators
- Improve quality and effectiveness
- Better understand what has been achieved and the impact made

# Types of Evaluations

- **Formative (process) evaluations** consider how strategies, tasks and activities are being implemented. Examines what, how, and to who/whom services are delivered.
- **Impact evaluations** determine whether a program has achieved its objectives. Outcomes may be divided into short-term, intermediate, and long-term outcomes.
- **Summative (outcome) evaluations** address whether or not, or to what degree, the program meets the intended program goals and objectives. They examine the effect of your project on the community and the factors contributing to the effect.

# Performance Measurement and Program Measures Defined

- Performance measurement is the ongoing monitoring and reporting of program accomplishments, particularly progress towards pre-established goals.
- Performance measures may address the type or level of program activities conducted (process), the direct services delivered by a program (outputs), and/or the results of those services (outcomes).



# Performance Measures (Cont'd)

**Data Collection and Technical Assistance Tool (DCTAT)** is a reporting tool that provides a central location for selecting performance indicators and entering performance data.

- **To access DCTAT:**
  - <http://www.ojjdp-dctat.org>
- **To access the DCTAT Users Guide:**
  - [http://www.ojjdp-dctat.org/help/dctatguidetitleV\\_II.pdf](http://www.ojjdp-dctat.org/help/dctatguidetitleV_II.pdf)

# Do you have a question?

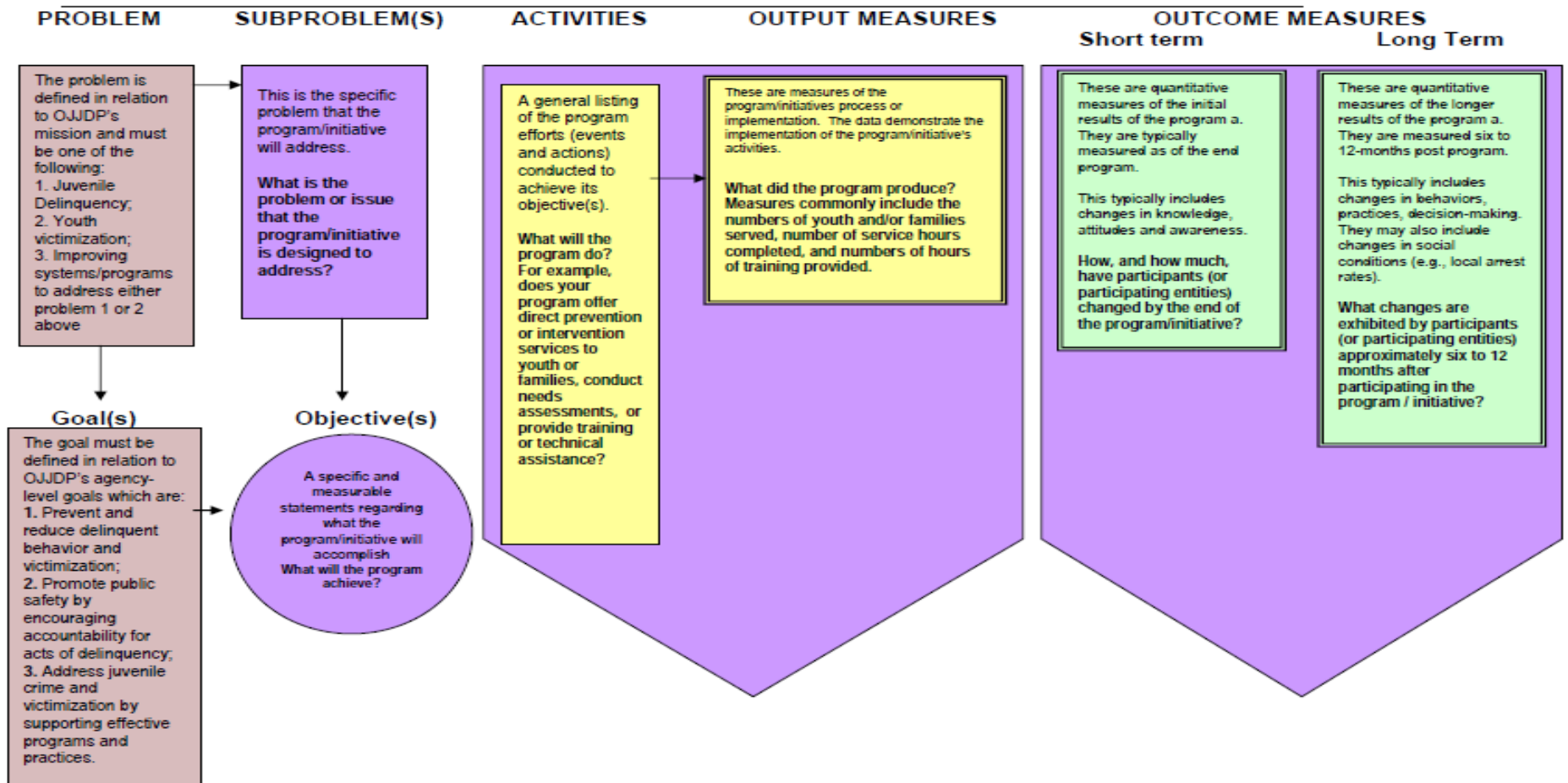


# What is a Logic Model?

**A logic model is a diagram and text that describes/illustrates the logical (causal) relationships among program elements and the problem to be solved, thus defining measurements of success.**

# Sample Program Logic Model

**GENERIC LOGIC MODEL**  
Use the text in each block to guide your development of a project-specific logic model



# Component 8: Budget

- Budget Overview
- Budget Line Items and Categories
- Budget Process
- Budget Narrative

# Characteristics of an Effective Budget

- Demonstrates that grant money will be spent in compliance with grant regulations and Federal regulations
- Fully represents program activities
- Ensures that the requested amount of money is on target for the described activity (not too much or too little)

# Budget Line Items and Categories

Direct Costs - products and services related to the project

- Personnel
  - Salaries and wages
  - Fringe (benefits)
- Consultants and contracted services
- Non-personnel
  - Travel
  - Equipment
  - Supplies, etc.

# Budget Line Items and Categories (Cont'd)

Indirect Costs - costs of doing business

- Administrative expenses (overhead)
- Usually figured as a percentage of the program's direct costs



# Funding Considerations

## Matching Funding:

- May be provided by unit of local government, nonprofit, agency, and/or State
- Must be at least 50% of the federal funds requested
- Can be cash or in-kind

# Funding Considerations (Cont'd)

## Allowable Costs:

- Program services
- Administrative
- Evaluation

# Funding Considerations (Cont'd)

## Unallowable Costs:

- Supplanting
- Construction
- Lobbying
- Personal services contracts

# State Reflections: Massachusetts



# State Reflections: Vermont

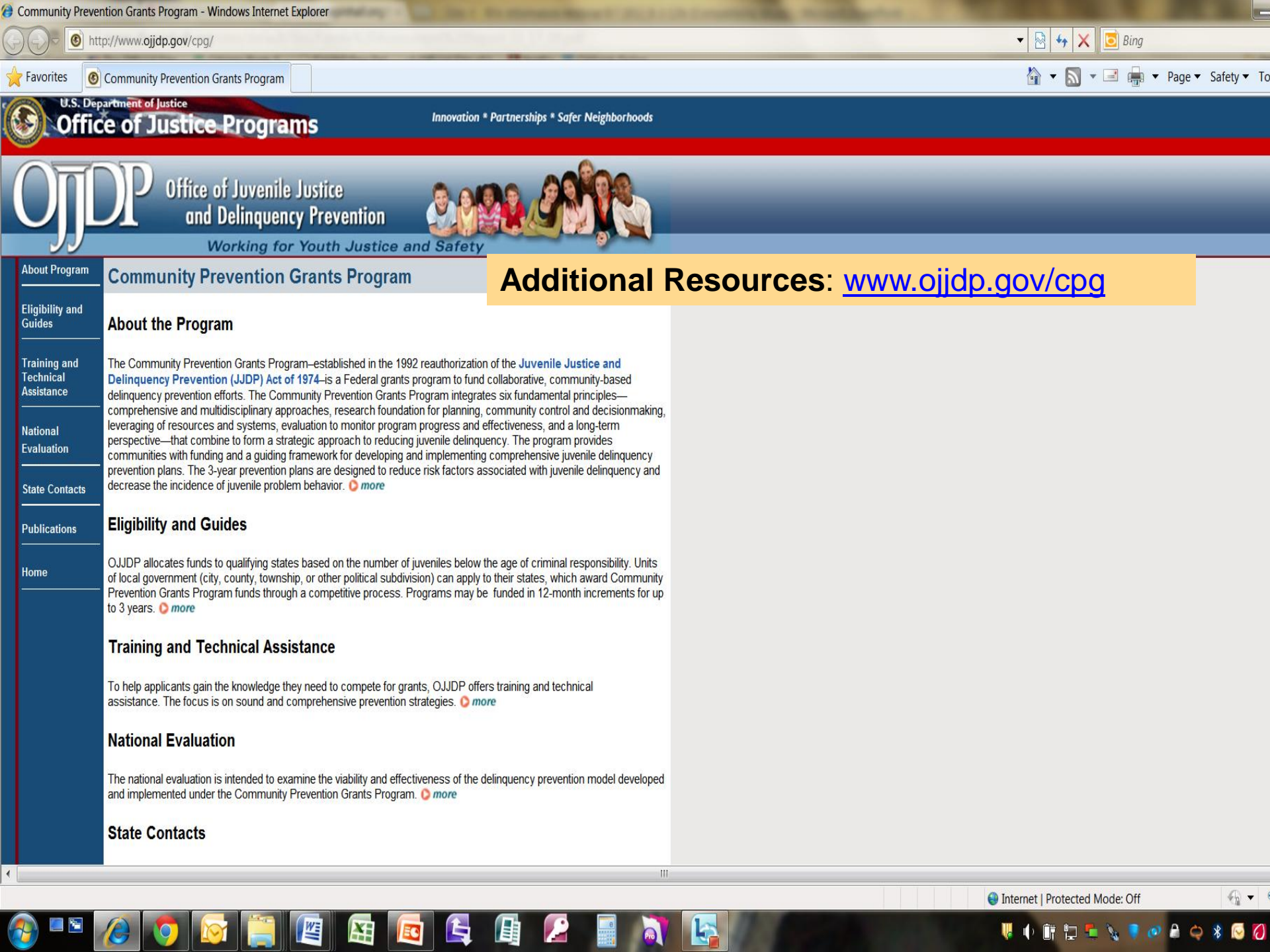
## Helpful Resources

- VT Department of Education
- VT Dept. Health; ADAP; community prevention specialists @ each AHS district
- Court data –
  - Juvenile Justice Sourcebook :  
<http://humanservices.vermont.gov/publications/juvenile-justice-sourcebook-2010/view>
  - Other county wide court data may be requested via [Theresa.lay-sleeper@state.vt.us](mailto:Theresa.lay-sleeper@state.vt.us)
- Ten State Outcomes  
<http://www.uvm.edu/~vrp/?Page=outcome.html>
- A.E. Casey Kid's Count
- OJJDP Model Programs Guide  
<http://www.ojjdp.gov/mpg/>
- VT Children and Family Council for Prevention Programs three-year plan to OJJDP – excerpt re: program priorities  
<http://humanservices.vermont.gov/boards-committees/cfcpp/publications/three-year-priorities/view>



# Do you have a question?





Additional Resources: [www.ojjdp.gov/cpg](http://www.ojjdp.gov/cpg)

- About Program
- Eligibility and Guides
- Training and Technical Assistance
- National Evaluation
- State Contacts
- Publications
- Home

## Community Prevention Grants Program

### About the Program

The Community Prevention Grants Program—established in the 1992 reauthorization of the [Juvenile Justice and Delinquency Prevention \(JJDP\) Act of 1974](#)—is a Federal grants program to fund collaborative, community-based delinquency prevention efforts. The Community Prevention Grants Program integrates six fundamental principles—comprehensive and multidisciplinary approaches, research foundation for planning, community control and decisionmaking, leveraging of resources and systems, evaluation to monitor program progress and effectiveness, and a long-term perspective—that combine to form a strategic approach to reducing juvenile delinquency. The program provides communities with funding and a guiding framework for developing and implementing comprehensive juvenile delinquency prevention plans. The 3-year prevention plans are designed to reduce risk factors associated with juvenile delinquency and decrease the incidence of juvenile problem behavior. [more](#)

### Eligibility and Guides

OJJDP allocates funds to qualifying states based on the number of juveniles below the age of criminal responsibility. Units of local government (city, county, township, or other political subdivision) can apply to their states, which award Community Prevention Grants Program funds through a competitive process. Programs may be funded in 12-month increments for up to 3 years. [more](#)

### Training and Technical Assistance

To help applicants gain the knowledge they need to compete for grants, OJJDP offers training and technical assistance. The focus is on sound and comprehensive prevention strategies. [more](#)

### National Evaluation

The national evaluation is intended to examine the viability and effectiveness of the delinquency prevention model developed and implemented under the Community Prevention Grants Program. [more](#)

### State Contacts



# Contact Information

- **Elizabeth A. Wolfe**  
State Representative  
State Relations and Assistance Division  
Office of Juvenile Justice and Delinquency Prevention  
Phone: (202) 514-0582  
[Elizabeth.wolfe@usdoj.gov](mailto:Elizabeth.wolfe@usdoj.gov)